

LEE Title I, Part A Parental Involvement Plan

I, Dr. Nancy J. Graham , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: N/A

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The School District of Lee County Title I office will ensure that parents are included in the development, implementation and evaluation of the LEA-wide Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on the District PIP at their SAC meetings throughout the school year.

Members of SAC, including parents, community and school staff, are encouraged and invited to participate on this committee via school newsletters, the district Parent Guide, websites (district, school, teacher), flyers, ParentLink, marque postings, parent letters and personal invitation.

In addition, all parents are encouraged to complete the annual school's Parent Survey and the district Parent Satisfaction Survey through the array of communication methods mentioned above.

Parent feedback on the District PIP, including how Title I funds allocated for parent involvement should be spent, are shared with District Title I staff prior to the finalization of the District PIP. Parents are encouraged and invited to participate in all levels of district and school planning. In addition, parents provide feedback on the District and School PIPs and SIP through their participation in their schools' Annual Title I meeting and parent trainings and workshops. Parent workshop evaluations give parents another opportunity to provide feedback on the effectiveness of the parent involvement program throughout the school year.

Parent members of SAC, as well as all school and district committee opportunities, are notified through the Parent Guide, school newsletters, school and district websites, through PTA/PTO/PTSA memberships, school marquees, letters sent home and through personal invitation. All records, including, but not limited to, agendas, sign-in sheets, handouts, minutes, and evaluation forms are maintained in Title I Toolkits at the school level.

The summaries of District and School Parent Involvement Plans, as well as School Compacts are distributed to all Title I parents at the beginning of each school year. While District and School level PIPs are revised with the involvement of parents in the spring of each year, parents are given the opportunity during the Annual Title I meeting for further contribution of their suggestions to both PIPs and the Compact. The LEA Parent Involvement Plan, School Parent Involvement Plan, School Compact, and School Improvement Plan are maintained in the school office, should a parent request to review a hard copy of the plans. The LEA PIP is also available on the School District website.

The LEA set aside funds for parental involvement will be used to: assist with support of several school-based Family Learning Resource Centers; purchase a variety of books

and resources, including materials on literacy, math and parent training; provide train-the-trainer research-based opportunities for school staff and assist with supplies for enhanced parent communication such as the Talk System, which supplies simultaneous translation.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The School District of Lee County will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. District Title I Staff, specifically Parent Involvement Specialists, provide:

- Ongoing technical assistance to all Title I schools for completing Parent Involvement Plans and School Compacts, as well as other required compliance documents;
- Continuous support throughout the year to schools in planning and implementing parental involvement activities to engage parents in their children's education to support academic achievement;
- Parent Involvement updates, workshops, and training opportunities at Title I Principals' meetings;
- Quarterly technical assistance training with school-based Parent Involvement Specialists to enhance their skills in providing opportunities for parent participation, share best practices, provide training and technical assistance, and review data on parent participation;
- Train-the-trainer opportunities throughout the school year for school staff and parents that directly relate to improving academic achievement;
- Research-based training and information throughout the school year to school staff that enhance their abilities to communicate with parents and to encourage parent participation in their children's education;
- Support and encourage Title I school and community events by offering additional assistance throughout the year;
- If parents request family involvement activities, the District PI Specialists will work with the schools to ensure that these specific needs are met, when possible;
- Each school is responsible for keeping copies of all agendas, sign-in sheets, handouts, and flyers of parent involvement workshops in their Title I Tool Kit provided by the District Title I office;
- Title I staff survey, review, and evaluate all school's parent involvement programs and participation through the School Academic Trainings Record at the end of each year; and,
- In the spring of each year, Technical Assistance sessions are offered to the Title I schools for updating their Parent Involvement Plans. Once the responsible person or team at each school has a draft copy, this is forwarded to the District Parent Involvement Specialists for review and evaluation. The PIP is returned to the school with suggestions

or ideas to consider. It's then taken in draft form to the SAC and/or other parent groups for parent input and finalization in August. The final copy is forwarded to the District PI Specialists. The schools are notified to enter their PIPs in the Online System when the district is notified by DOE that the system is open.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Head Start/VPK	Title I, Part A has provided to Head Start a portable to be used for Parent Involvement. The Head Start Parent Involvement Specialist holds parent workshops which the Title I PI LEA Specialists and Migrant Recruiters are invited to attend.
2	Head Start/VPK	Each Title I school in coordination with Head Start, offers a Kindergarten Orientation for incoming preschoolers to introduce families to the School District.
3	Head Start/VPK	Family and Community Specialists in the Student Assignment Office recruit, enroll and assist families with community resources, training and educational opportunities.
4	Head Start/VPK	Each Title I school invites parents, including the parents of its Head Start students, to participate in early childhood literacy and parenting training as available.
5	Title I, Part C	Migrant Recruiters invite parents of migrant students at all elementary, middle and high schools to attend Parent Leadership Council meetings which are held quarterly in a variety of locations throughout the district to best serve the needs of parents.
6	Title III	ESOL Specialists invite parents of ESOL students at all elementary, middle and high schools to attend Parent Leadership Council meetings which are held quarterly in a variety of locations throughout the district to best serve the needs of parents.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The School District of Lee County will involve parents of participating children in an annual evaluation of the content and effectiveness of the District Parent Involvement Plan.

Parents take an active role in the review and evaluation of the District plan through participation in their School Advisory Committee (SAC), PTO/PTA/PTSA throughout the school year. All Title I School SACs receive an annual Title I District Parent Involvement Plan checklist provided by the District Parent Involvement Specialists to complete by the end of May. School Administration, faculty, staff, community members and parents review and evaluate the implementation and effectiveness of the District Parent Involvement Plan by completing the checklist and providing written suggestions and feedback. All completed evaluations are submitted to the District PI Specialists at the end of the year for review. Through the use of the Plan, Do, Study, Act (PDSA) Model, results of evaluations and collected data will be used to guide revisions in the Parental Involvement Plan for the following school year.

The District Parent Involvement Plan Committee will meet each year in the spring to review and evaluate the effectiveness of this plan.

Particular attention will be given to:

Identified barriers for greater participation in parent involvement activities, with special attention to parents who are economically disadvantaged, disabled, have limited English proficiency or limited literacy, and/or racial or minority background;

Research-based best practices that lead to improved student achievement; and,

Data, including, but not limited to, Parent Surveys, workshop evaluations, parent participation, district and school committee minutes and the annual District Climate Survey.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	WGPU Curious Kids	District PI Specialist & WGPU Staff Member	Provide information to parents and staff linking PI to student achievement in literacy skills.	Fall	Agenda, Sign in sheets, Handouts, Workshop Evaluations
2	Parenting Partners	Coordinator, Parent Resource Center	Increase understanding of effectiveness of PI on student achievement	Fall	Agenda, Sign in sheets, Handouts, Workshop Evaluations
3	Train-the-Trainer for Family Night	District PI Specialist & Prof. Dev. Math Resource Teacher	Provide information to parents and staff linking PI to student achievement in mathematics	Fall	Agenda, Sign in sheets, Handouts, Workshop Evaluations
4	Title I/Literacy Council Partnership	District PI Specialist &	Provide information to parents and staff linking literacy skills of parents to student achievement	Fall	Agenda, Sign in sheets, Handouts, Workshop Evaluations
5	Value of Parent Involvement: Research-based articles	District PI Specialist & School Administration	Improve the ability of staff to work effectively with parents/best practices for parent involvement	Monthly	Newsletters

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	PI Specialist Technical	District PI Specialist	Increase understanding of effectiveness of PI on	Quarterly	Agendas, Sign in sheets, Handouts, Workshop

	Assistance Training		student achievement		Evaluations
2	Title I Principal Technical Assistance Training	District Title I Director & Staff	Increase understanding of effectiveness of PI on student achievement	Quarterly	Agendas, Sign in sheets, Handouts

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The School District of Lee County encourages parents and guardians, regardless of native language or disability, to become involved in school and district activities, advisory committees, surveys, meetings, trainings, workshops, and programs. Every effort is made to provide special accommodations, when requested, for parents with disabilities and/or special needs at the District and in all schools.

The LEA PIP will be summarized into a brochure that will be printed in English, Spanish, and Haitian Creole and provided to all parents in the beginning of the school year via each Title I School. The brochure will outline the major components of the plan and the District will offer to provide a hard copy upon request. Each Title I school has hard copies of the District PIP, School PIP, School Compact and School Improvement Plan available in their front office. The LEA Parent Guide is distributed to all students during the first week of school in English, Spanish, and Haitian-Creole. The Student Progression Plan and the Program of Studies are also available in all three languages.

The District contracts with three companies for the translation of documents and pertinent parent information into Spanish and Haitian Creole. All Title I schools have been provided with or have access to a TalkSystem for translation and/or a translator is available at all parent meetings throughout the year. All schools are provided with an electronic communication parent portal (ParentLink), which offers parents three languages to receive telephone communications from the schools and the District. Parents may view grades, assignments and communicate with teachers on the computerized version of the ParentLink system.

Title I Parent Involvement Specialists provide schools with bimonthly parent involvement newsletter items, available in English and Spanish, to support student academic success. All

Title I schools send out parent newsletters in English and Spanish. The LEA and school websites provide parents with a variety of information related to parent programs including, for example, a daily parent "Tips & Suggestions" Parent Institute newsletter, which is offered in English and Spanish. Copies of newsletters are maintained in the Title I Toolkit.

The District PI Specialists and Migrant Recruiters coordinate throughout the year to plan parent involvement activities specific to the needs of migrant parents and their children.

District Title I staff annually review Title I schools' Toolkits to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

☒ Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the 2012-2013 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	WGPU Curious Kids	40	958	Provide information to parents and staff linking PI to student achievement in literacy skills.
2	Parenting Partners	2	42	Increase understanding of effectiveness of PI on student achievement
3	Train-the-Trainer for Family Night	13	2633	Provide information to parents and staff linking PI to student achievement in mathematics
4	Title I/Literacy Council Partnership	7	172	Provide information to parents and staff linking literacy skills of parents to student achievement
5	Value of Parent Involvement: Research-based articles	18	18000	Improve the ability of staff to work effectively with parents/best practices for parent involvement

Staff Training Summary

Provide a summary of the professional development activities provided during the 2012-2013 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	PI Specialist Technical Assistance Training	8	180	Increase understanding of effectiveness of PI on student achievement
2	Title I Principal Technical Assistance Training	4	144	Increase understanding of effectiveness of PI on student achievement
3	Bi-monthly research-based parent involvement articles for school staff.	18	2500	Provide information to teachers and staff to more effectively work with parents.

Private School Summary

Provide a summary of the parental involvement activities provided during the 2011-2012 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Technical assistance training for private schools	7	5	Improve the ability of staff to work effectively with parents and provide information to parents on expectations and how they can help their children succeed.
2	Parent conferences provided by tutoring staff.	120	5	Provide information to parents on expectations and involve them in their children's education to support academic achievement.

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2012-2013 school year. Include the steps the LEA will take during the 2013-2014 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of Transportation (all subgroups)	Provide transportation to conferences and parent trainings via Title I vans.
2	Lack of time/Scheduling (all subgroups)	Provide flexible dates and times for all parent trainings/meetings.
3	Language barrier (ELLs)	Provide all Title I schools with the Talk System for translation at all parent events. Provide written communication in home language (when feasible).

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the 2012-2013 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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